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ABSTRACT

This curriculum was developed by the Ohio Higher Education Partnership Project (OHEPP) as a training tool to promote greater levels of participation in personnel preparation by parents of children with disabilities. OHEPP has the following three objectives: (1) develop and support parent-faculty "teams" throughout the state; (2) provide financial support for parent involvement; and (3) develop a strategic plan for ongoing financial support for parent participation in higher education in Ohio. The curriculum was presented in training sessions that addressed the knowledge and skills needed by parents and faculty to work collaboratively in preservice and inservice personnel preparation. It was presented annually for 3 years and over the 3 years, both context and content of the curriculum were examined and modified to ensure that the training sessions were responsive to both parents and faculty. The activities that proved most useful were those that afforded participants the opportunity to explore role clarification, communication and misconceptions. The curriculum includes sample evaluation forms and parent reimbursement forms. (SG)

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ED 472 302

A Tool Box for Parents and Faculty

Ohio Higher Education Partnership Project
Family Child Learning Center

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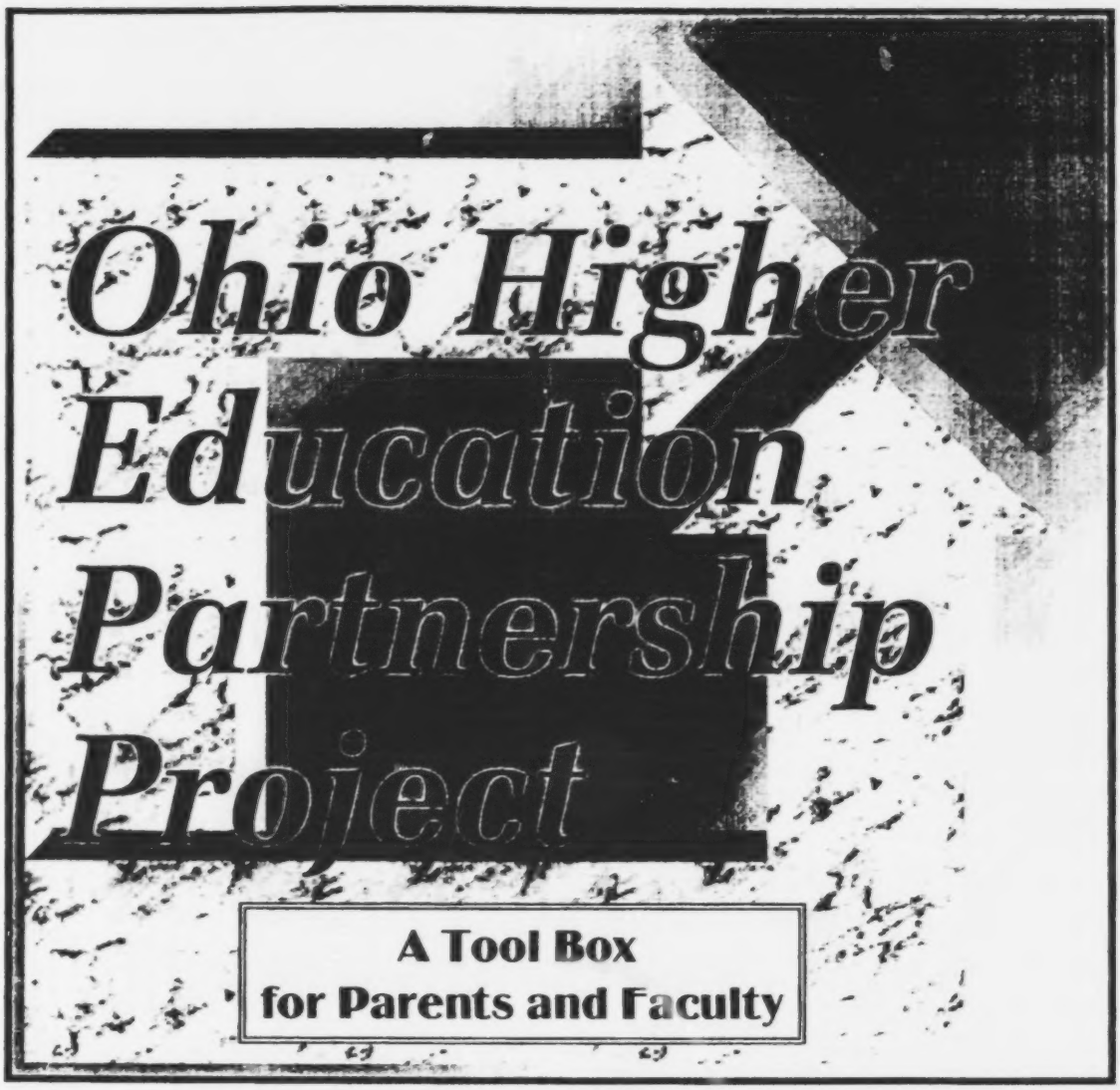

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Family Child Learning Center
1998

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What do parents and faculty say about the training and support they've received?

"As parents we can be a big part of changing future professionals. It's nice to know there are people who know we have a lot to offer." (Parent)

"There is much info to be 'swapped' between parent and faculty. Planning is the key to success." (Faculty)

"I found all the information helpful. It's so great to know we now have a training and guidelines to go by." (Parent)

"Parents are a wonderful complement in instructing students. No one is in this alone — It's great to work together." (Faculty)

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OHEPP

Family Child Learning Center
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Ohio Higher Education Partnership Project

Building parent-faculty teams across Ohio

What is the Ohio Higher Education Partnership Project?

The **Ohio Higher Education Partnership Project (OHEPP)** has been designed to increase family involvement in college and university programs that prepare students to work with young children with disabilities and their families.

OHEPP's objectives:

- Develop and support parent-faculty "teams" throughout the state
- Provide financial support for participating parents
- Develop a plan for long-term financial support for parent involvement in Ohio's colleges and universities

What does parent involvement look like?

Parent involvement in colleges and universities comes in many different shapes and sizes:

* Participating in student recruitment and selection
* Presentations
* Co-instructing
* Reviewing programs and curricula
* Developing courses and syllabi
* Developing modules or activities
* Evaluating programs
* Providing practica experiences
* Serving on advisory boards

The possibilities are endless!

How does OHEPP develop and support faculty-parent teams?

Parents and faculty attend **A Tool Box for Parents and Faculty**, a training designed to build parent-faculty partnerships. This training addresses what parents and faculty need to know in order to work together successfully. Each "team" leaves the training with a plan for the year. OHEPP will support that team in a variety of ways, including parent reimbursement. The "team" also helps collect information to evaluate the impact of the project.

For more information, please contact . . .

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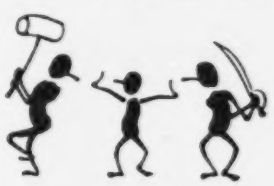
What Should Our Tool Box Look Like?

- Welcome and introductions
- Overview of OHEPP
- What are the possibilities?
- How does the culture of higher ed shape our tool box?



Welcome to the Ohio Higher Education Partnership Project!

What is the Ohio Higher Education Partnership Project?

The Ohio Higher Education Partnership Project (OHEPP) has been designed to develop a statewide model for promoting greater levels of participation in personnel preparation by parents of children with disabilities.

OHEPP has several objectives:

- Develop and support parent-faculty "teams" throughout the state
- Provide financial support for parent involvement
- Develop a strategic plan for ongoing financial support for parent participation in higher education in Ohio.

What impact will the project have?

Our intent is to demonstrate . . .

- An increase in the number of parents who are prepared to serve in partnership roles in higher education;
- An increase in the number and disciplines of faculty who make use of parents in a partnership role;
- An increase in the types of courses and types of partnership roles played by parents; and, consequently,
- Changes in how students in higher education, who will be or are already providing services to children with disabilities and their families, view parents.

How will OHEPP develop and support parent-faculty teams?

A Tool Box for Parents and Faculty is a training designed to build parent-faculty partnerships. In this training , we will address the knowledge and skills needed by both parents and faculty in order to work together successfully.

A Tool Box looks more closely at three major areas:

1) *What should our tool box look like?* What are the possibilities for parent involvement? What lessons have we learned? What role does the culture of higher education play in building partnerships? What are our unique collaborative styles?

2) *What will we need in our tool box?* How will we communicate? How do we teach and learn together? How do we facilitate those "strategic moments" of learning?

3) *How will we make use of our tool box (and not leave it out in the rain to rust)?* How will we handle difficult issues (and students)? What does each partner bring to the partnership? What will our partnership accomplish this year? What further planning and supports will we need?

At the end of this training, each "team" of parents and faculty will leave with a plan for parent involvement. In this plan, the partners will consider what the role of the parent will be and what strategies and supports need to be put into place to guarantee success.

What does OHEPP expect from the parent-faculty partners?

We ask you to help us implement the project in the following ways:

- ☑ Work hard and have fun during the **TOOL BOX** training.
- ☑ Put into place the plan that you developed during the training.
- ☑ Ask us for whatever supports and resources we can provide to help your plan succeed.
- ☑ Follow the procedures for parent reimbursement in a timely fashion.
- ☑ Provide us with data to help us evaluate the project.
- ☑ Attend a follow-up meeting within the next twelve months.

What Are the Possibilities?

> *"I felt it was very beneficial having (a parent) in class. I think she taught us things you just can't get out of a book."* (McBride et al., 1995, p. 344)

Why would we think about involving parents in higher education?

- Families are affected by the knowledge and skills of the personnel working with them and their children.
- Parents – and faculty – can confirm their own strengths and develop new attitudes, knowledge, and skills.
- Involving families is a value-based practice that
  - ✓ Demonstrates a model of collaboration to students;
  - ✓ Provides an *affective* understanding of what is being taught; and
  - ✓ Infuses a family-centered perspective into a course or program.
- Increasing empirical evidence suggests that parents have significant impacts on students:
  - ✓ Qualitative data indicate that students perceive the unique contributions of parents;
  - ✓ Pre- and post-assessments indicate a significant increase in knowledge, attitudes, and self-perceptions of skills.

How do we involve parents in Ohio?

A survey by the Family Child Learning Center (Espe-Sherwindt, 1994) of faculty participants in the Northeast Faculty Training Institute and faculty members of the Ohio Early Childhood Special Education Higher Education Consortium indicated the following:

- ✓ Parents presented in 35 of the 61 courses taught by the respondents.
- ✓ 35% of the respondents had never involved parents in any way.
- ✓ The typical role for parents was that of a single presentation ("telling your story"), informal discussion, or a panel presentation.
- ✓ Fewer than 10% of the respondents had involved parents more than one time during a course.

- ✓ The greatest barriers were perceived as lack of reimbursement options for parents, logistics (e.g., parking and child care), and a limited number of topics/opportunities where parent participation would be relevant.
- ✓ Knowing a parent and the skills of parents were identified by participants as minimal barriers to parent involvement.

What are the possibilities for family involvement in higher education?

- ❑ Participating in recruitment and selection of students.
- ❑ Reviewing programs and curricula.
- ❑ Developing courses and syllabi.
- ❑ Being part of class assignments (e.g., family interviews).
- ❑ Single parent and parent panel presentations.
- ❑ Co-instruction:
  - ♦ Attending multiple/all course sessions;
  - ♦ Providing the family perspective and/or teaching course content;
  - ♦ Assisting with grading.
- ❑ Developing modules or activities.
- ❑ Providing practica experiences.
- ❑ Evaluating the impact of the program.
- ❑ Serving on advisory boards
- ❑
- ❑

What lessons have we learned about involving families?

- Both parents and faculty should clarify their expectations of each other and themselves.
- Effective collaboration depends on open and effective communication.
- Role definition is crucial.
- Sharing logistical information is important.

- Preparation also involves making sure both partners have the skills needed.
- Collaboration will not be totally successful unless sufficient time is devoted to planning and processing.
- The partners need to think about creating the climate within the program, course or classroom: e.g.,
  - How will the parent role be presented to students?
  - Will students feel safe in expressing a wide range of feelings about families?
  - How will the partners deal with potentially insensitive statements (verbal and
  - written) by students?
- Families may be newcomers to the culture of higher education.

Some resources for further reading . . .

McBride, S.L., Sharp, L., Hains, A.H., & Whitehead, A. (1995). Parents as co-instructors in preservice training: A pathway to family-centered practice. *Journal of Early Intervention, 19*(4), 343-389.

Whitehead, A., Jesien, G., & Ulanski, B.K. (1998). Weaving parents into the fabric of early intervention interdisciplinary training: How to integrate and support family involvement in training. *Infants & Young Children, 10(*3), 44-53.

Whitehead, A., & Sontag, J.C. (1993). *Co-instruction: A case study*. Madison: University of Wisconsin-Madison, Waisman Center.

Winton, P.J., & DiVenere, N. (1995). Family-professional partnerships in early intervention personnel preparation: Guidelines and strategies. *Topics in Early Childhood Special Education, 15*(3), 296-313.

A Blueprint for the Year

Parent-Faculty Partnership Plan

Who belongs to our "team"?		**Which course(s) or program will our partnership impact?**	
What will our partnership look like?			
What will success look like?			
What must we do to get there?			
Strategies		**Timelines**	**Who's responsible?**

What must we do to get there?		
Strategies	**Timelines**	**Who's responsible?**

Understanding the Culture of Higher Education

> *"The experience of moving from one [setting] to another can be like moving between countries: the social realities can be so different that one can experience being a foreigner in a strange land . . . the transition from one to another may well be described as one of culture change, and at times, of 'culture shock.'"* (Morgan, 1989, p. 157)

What is the impact of organizational culture?

Organization culture . . .

1) Provides shared patterns of perceptions or interpretations so members know how they are expected to think or act;

2) Provides shared patterns of feelings and values so members know what they are expected to value and how they are expected to feel;

3) Defines who are members and nonmembers; and

4) Functions as a control system, prescribing and prohibiting certain behavior (Ott, 1989).

What do parents need to understand about the culture of higher education?

	Fact or Fiction?	***Reality***
#1		
#2		

	Fact or Fiction?	*Reality*
#3		
#4		
#5		
#6		
#7		
#8		

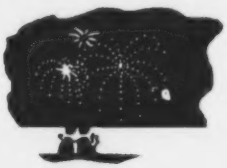
Some resources for further reading . . .

Morgan, G. (1989). *Creative organization theory: A resourcebook*. Newbury Park, CA: Sage.

Ott, J.S. (1989). *The organizational culture perspective*. Pacific Grove, CA: Brooks/Cole.

What Will We Need in Our Tool Box?

- How will we communicate?
- How do we teach and learn together?
- Facilitating "strategic moments" of learning



How Will We Communicate?

> *"Seek first to understand, then to be understood . . . What happens when you truly listen to another person? The whole relationship is transformed."*
> (Covey, 1992, p. 45)

What difference will active listening make in our parent-faculty partnerships?

Active listening is one of the most effective tools in parent-faculty partnerships. It is the bridge to building respect and a critical part of developing an ongoing collaborative, trusting partnership.

When we're talking together, even though our mind is focused on the speaker, many questions and thoughts float through our minds. We may ask:

"What does this information mean for me?"
"What do I need to be sure to tell this person?"

But until we really listen to the complete information, we cannot make good responses and decisions about the information being offered. Communicating with others always challenges us to listen with a higher level of hearing than just letting the words flow past our ears.

The first step in the active listening process is to fully understand what is being said. Sometimes while we are listening, we may also be thinking about how to solve the problem or the intentions of the other. "Noise" is anything that interferes with the ongoing communication process. "Noise" refers not only to physical noise in the background, but also to our attitudes and values, our assumptions, the disagreement that we had before leaving home, the rush of getting our children off to school. **The greatest source of "noise," however, is the lack of a trusting relationship between the people trying to communicate.**

Setting aside one's own motives and agendas is an ongoing challenge. Our goal should be to deeply understand everything the other person is trying to say. We should listen . . . determined to reserve our judgments about the information until we thoroughly understand. The tone of voice, the emotions or undercurrents all give the words greater meaning as we try to figure out what is being said.

The importance of hearing everything that has been said has long term implications. When we use active listening, we can work together to change and improve the lives of children, families, and our community.

Poor communication can have significant implications for parent and professional partnerships. Poor communication costs lives – while active listening may be the greatest gift we can give each other!

Some resources for further reading . . .

Covey, S.R. (1992). *Principle-centered leadership*. New York: Fireside Books, Simon & Schuster.

Johnson, D.W., & Johnson, F.P. (1994). *Joining together: Group theory and group skills*. Boston: Allyn & Bacon.

Barriers To Effective Listening

One of the first steps toward becoming an effective listener is to recognize our habits which contribute "noise" and interfere with the process of listening. The following is a self-assessment quiz to help you identify your barriers to effective listening.

Circle either *Yes* or *No*:

1. I have a tendency to be too concerned with how other people see me.

   Yes *No*

2. I don't wait. I just jump in before the other person is through.

   Yes *No*

3. My mind wanders to things I think are more important.

   Yes *No*

4. When I'm bored as I listen, I fantasize, do my own thing and become critical of what's going on.

   Yes *No*

5. Sometimes I stop listening when I become more interested in the speaker's physical features than in what the person is saying.

   Yes *No*

6. Where the subject is of personal interest, I anticipate and wait for the other to stop so I can argue my idea. If I become impatient, I interrupt.

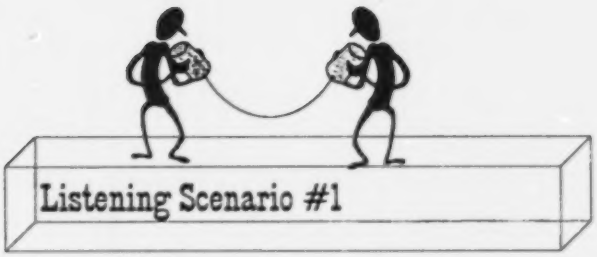
   Yes *No*

7. I'm thinking ahead to what I will say next.

   Yes *No*

Most people identify with three or more barriers. How did you rate?

Developed by C. Norwood/1997.



Listening Scenario #1

Susan and Jackie were working together in a Teacher Education course. Several weeks before the semester started, they planned that Jackie, the parent, would attend five class sessions in order to provide the parent perspective. Things went smoothly for the first three classes. Then, prior to Jackie's fourth appearance, their usual meeting time scheduled for the review of who-was-doing-what had to be canceled.

On the day before class, Susan called Jackie on the phone. "Hi, Jackie. I'm sorry that I had to cancel our planning meeting last week. Are you all set for class tomorrow?"

"Yes, I guess so. I'm as ready as I'll ever be. I followed the syllabus and feel like I'm prepared," Jackie responded.

Susan continued, "Oh yeah, I should tell you that we got a little pushed behind last week because the students had a lot of questions about the family interview assignment. But don't worry. We just have to do a little catch-up at the beginning and then quickly get through tomorrow's content so we don't get off track. I have another call coming in and a faculty meeting in fifteen minutes, so I'll see you tomorrow, okay?"

Jackie replied, "Okay, I guess I'll just see you tomorrow then."

Jackie arrived just minutes before the class was to begin. She blurted out to Susan, "Parking was a nightmare! Did you know that they have some art show going on? They had the whole parking lot blocked off. I'm sorry I'm so rushed."

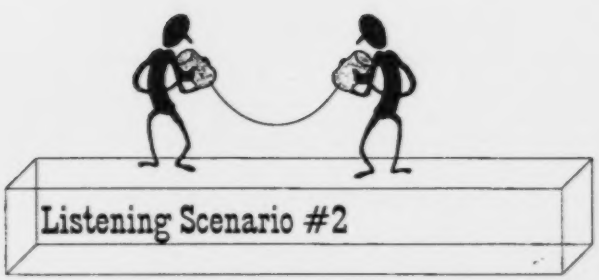
Susan tried to reassure her. "Don't worry. You're here, and that's all that matters."

At the end of the class, as the students were leaving, Jackie felt lost. Susan had just seemed to fly through the class. Susan had even lectured briefly on the material Jackie thought she was supposed to present. Jackie had spent so much time preparing handouts and she never even had a chance to use them! Then, after the lecture, Susan had instructed the class to get into their small groups to work on their activities; she had asked Jackie to just mingle with each of the groups to make sure they were on track. Jackie had visited each of the different small groups, but had had no idea if they were "on track" or not.

Jackie thought to herself, "Maybe I'm in over my head. I have no idea what just happened. I'm not sure I want to do this again!" On the other hand, Susan seemed pleased that the

class had consisted of such great discussions. On their way out of the room, Susan commented, "Jackie, I thought today's class went well. See you on the 18th, right?"

What mistakes did Susan and Jackie make? What could they say and do to resolve the misunderstanding?



Rose Robinson had been making a presentation to the Families and Exceptionality class for four semesters now. Howard, the instructor, was so pleased with how she really helped drive the point home to the students. The way in which she would share her story and do that values clarification exercise really made the students think. Evaluations always showed how beneficial it was to have a parent come in to share her story.

Today, however, had turned out differently than Howard had expected. He was blown away. What a nightmare! He knew how strongly Mrs. Robinson felt about inclusion, but he had had no idea she would just take over like that. She had such strong opinions and talked so fast -- how could he interrupt her?

He really hadn't expected her to bring in her daughter, either. He was not sure if he liked this little girl being on display.

Howard tried to recall when he had talked with her ? A couple of weeks ago? Yeah, that's right. She had mentioned something about her daughter being on some new seizure medication.

Howard really didn't like this at all. This class was not the place for some parent to go on and on about inclusion. He had assumed she would just do what she'd always done. No changes. How could this have happened?

Rose Robinson loved presenting to Howard's class. How much fun it was to tell these new professionals about inclusion! She was really starting to feel confident about presenting to the students. She had dreamed about doing this inclusion activity ever since she had seen it done at the parent conference last year. She hadn't been sure how it was going to work out with Sarah being there, but she had had no choice. Sarah's seizures were so frightening for the sitter that Rose really had to bring her until the medication was under control. Howard was such a great guy to let her run with this. Today had been so much better than just the story she usually shared – the students had been so lively and responsive. She really hoped Howard liked the changes she had made.

What mistakes did Howard and Rose make? What could they say and do to resolve the misunderstanding?

How Do We Teach and Learn Together?

Some thoughts on adult learning . . .

- Learning depends on motivation.
- Learning depends on a capacity to learn.
- Learning depends upon past and current experience.
- Learning depends upon active involvement of the learner.
- Learning depends upon a climate of respect.
- Learning is enhanced when learners achieve self-direction.
- Learning integration requires transition time and focused effort.
- Learning depends upon critical, reflective thinking.

We each have our own preferred styles of learning and teaching.

Kolb's Four Stages of the Learning Cycle:

CONCRETE EXPERIENCE	Learning from *feeling* ♦ Personal involvement with people ♦ Relying on feelings and hunches ♦ Learning from specific experiences
REFLECTIVE OBSERVATION	Learning by *watching and listening* ♦ Carefully observing before making judgments ♦ Looking for the meaning of things ♦ Relying on patience and objectivity – looking at all sides of the issue
ABSTRACT CONCEPTUALIZATION	Learning by *thinking* ♦ Using logic to understand situations ♦ Planning and developing theories ♦ Actions based on intellectual understanding

ACTIVE EXPERIMENTATION	Learning by *doing* ◆ Experimenting ◆ Concern with what really works ◆ Influencing people and events through action

Adapted from . . .

Kolb, D. (1993). Learning-Style Inventory (LSI-IIa). Boston: Hey/McBer Training Resources Group.

What are the implications for parent-faculty partnerships?

- ◊ Understand your own learning style.
- ◊ Pay attention to the group's learning styles.
- ◊ Give learners info in their primary style and reinforce with a secondary preference.
- ◊ Have learners do something creative with the material.
- ◊ Offer choices in activities.
- ◊ Use a variety of media.
- ◊ Use a variety of learning activities.

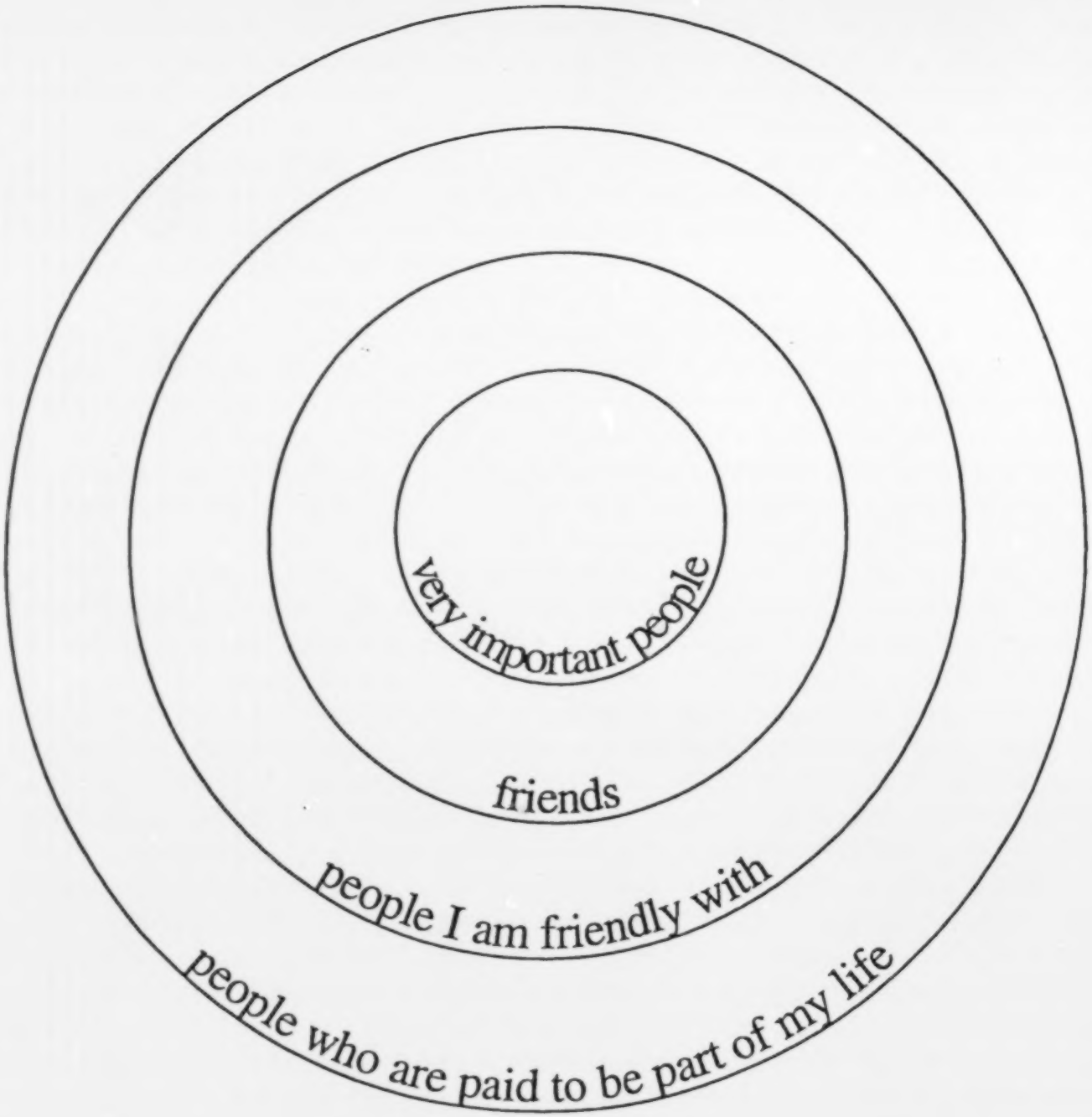
Much of this information was taken from:

Edelman, L. (1996, August). *An overview of adult learning: Understanding more about learning and teaching.* Presented at the Family Child Learning Center, Tallmadge, OH.

Some resources for further reading . . .

Knowles, M.S. (1984). *The adult learner: A neglected species (3rd ed.).* Houston: Gulf Publishing.

Meyers, C., & Jones, T.B. (1993). *Promoting active learning: Strategies for the college classroom.* San Francisco: Jossey Bass.



Adapted from . . .

Lipke, K. (1994, Spring). Circle of friends. *Williams Syndrome Association National Newsletter*, 5-6.

Facilitating "Strategic Moments" of Learning

What are "strategic moments"?

Strategic moments are those points in time – those "windows of opportunity" – where we have a chance to make a significant "breakthough" in attitudes, knowledge, and/or skills. Parent involvement in preparing students typically triggers a wealth of those "strategic moments."

How do we make the most of "strategic moments"?

One of the benefits of parent-faculty partnerships is the presence of **TWO** sets of eyes, ears, mouths, and problem-solving skills. Together we can . . .

1) RECOGNIZE THE MOMENT. *What are some clues?*

2) DECIDE: TO ACT OR NOT TO ACT?

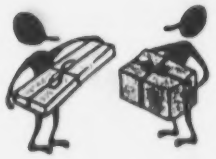
- ❑ Another opportunity may come later.
- ❑ Opening a window for one student may close another student's window.
- ❑ Help – what do I do?
- ❑ It's the perfect time!
- ❑
- ❑

3) USE THE MOMENT WISELY.

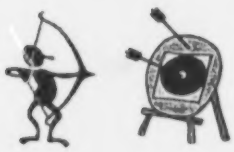
Will we have a "signal" for each other? Will we handle the moment alone or together? Will the parent feel threatened if the faculty jumps in – and vice versa? How will we respond?

What strategic moments did you recognize during this activity?	*What would you have done?*

Don't Leave Your Tool Box Out in the Rain!



- Hitting the mark in what we do
- Making use of our gifts
- A blueprint for the year



Hitting the Mark with Students

Here are a few "student scenarios" that might pose challenges to parent-faculty partnerships. How would you deal with each of them?

1) Nellie Negative

A real challenge this semester has been Negative Nellie. She seems to challenge every point you make and always has a "Yes, but . . ." to offset every concept you share. She spends a lot of time complaining and her poor attitude is starting to cause problems for other students.

How can you help a negative student become more positive?

2) Donna Dominant

Donna Dominant has you ready to pull your hair out. Every time you ask for ideas, she's the first to speak. She interrupts you and the other participants, often indicating that her way is the right way. No one else has a chance to speak.

How can you discourage a student from dominating the group?

3) Sally Slow

It's half-way between the mid-term and final evaluation periods and you are concerned that Sally Slow is just not getting it. Her comments and written work indicate that she is trying

but still is definitely having problems understanding the key points you've hoped to emphasize through parent participation in your class.

How can you help someone having difficulty?

4) Snake Pit

This semester you have been asked to teach a course on family-professional collaboration that is a graduation requirement. You're comfortable and enthusiastic about the content. Unfortunately, based on the student comments about parents, by the second class you feel like you've entered a snake pit!

What are some ideas for handling a hostile group?

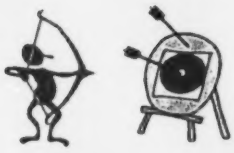
5) Slugs

The group is suffering from lack of interest-itis. They seem sluggish, distracted, and getting them to contribute is like pulling teeth.

How can you motivate the group and spark interest in the topic at hand?

These scenarios were adapted from the following resource:

Wolfe, B. (1997, June). It takes more than a chair and a whip. Session presented at the



Hitting the Mark in What We Do

> *"As a team, I brought the practical expertise of a parent of a child with special needs, and the professor brought the research and training expertise of special education."*
> (Whitehead & Sontag, 1993, p. 7)

The success of parent-faculty partnerships depends heavily on both partners being prepared. Depending on the type of family involvement, parents and faculty will need to come to the table with the knowledge and skills to be able to hold up their side of the partnership.

Role of parent	*What knowledge & skills will the parent need to succeed?*	*What knowledge & skills will the faculty need to succeed?*
Student selection		
Program/ curricula review		
Course development		

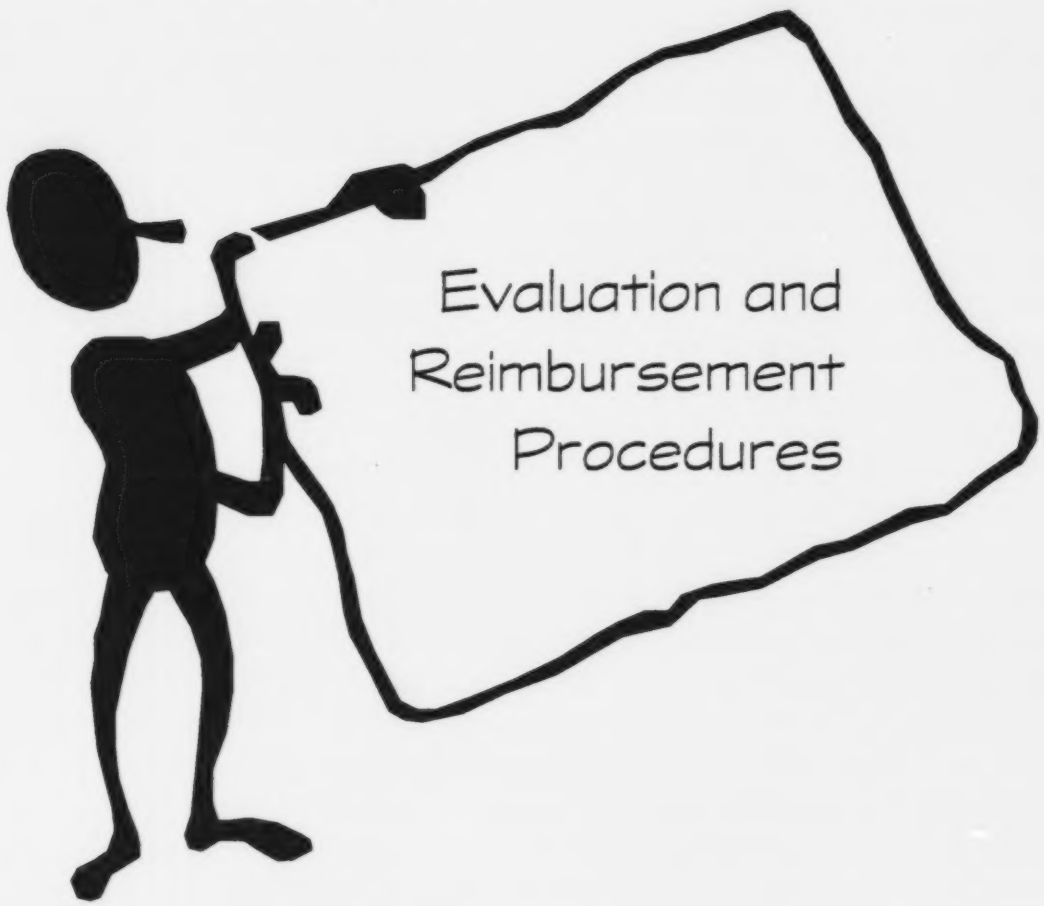
Role of parent	*What knowledge & skills will the parent need to succeed?*	*What knowledge & skills will the faculty need to succeed?*
Class assignments		
Single/panel presentations		
Co-instruction: Family perspective		
Co-instruction: Teaching course content		
Co-instruction: Grading		
Developing modules or activities		

Role of parent	*What knowledge & skills will the parent need to succeed?*	*What knowledge & skills will the faculty need to succeed?*
Providing practica experiences		
Evaluation		
Other?		
Other?		

Research has repeatedly identified one crucial characteristic of effective partnerships: *"I am as committed to <u>your</u> success as I am to my own."*

A resource for further reading . . .

Bennis, W., & Biederman, P.W. (1997). *Organizing genius: The secrets of creative collaboration.* Reading, MA: Addison-Wesley.


Evaluation and
Reimbursement
Procedures

Ohio Higher Education Partnership Project
Evaluation Plan

In this project, we are looking at twelve questions:

1. How well did we prepare parents and faculty?
2. How many parents participated?
3. What kinds of roles did parents play?
4. What were the perceptions of parents?
5. Which faculty (disciplines, universities) participated?
6. Which faculty used parents in NEW ways?
7. What were the perceptions of faculty?
8. Which students benefited? (number, disciplines, universities)
9. What were the perceptions of students?
10. How useful were the materials and assistance we provided to you?
11. What continue to be the challenges?
12. How do the perceptions of Ohio faculty compare to faculty nationwide?

We know that no one wants too much extra paperwork to complete, so we propose that much of this information will be gathered by telephone interviews and "site visits" with you. Prior to any telephone interviews or site visits, we will contact you with the kinds of questions we will be asking.

In order to help us gather **STUDENT** perceptions, however, we are asking you to help us out in three ways:

1) For a single presentation, please copy the "Student Evaluation Form – Parent Presentation," distribute to the students in the class at the end of the session, and mail to us in one of the envelopes provided.

2) For parent involvement throughout the course (more of a co-instructional model), please copy and distribute the "Student Evaluation Form – Parent Involvement" at the end of the semester, and mail to us in one of the envelopes provided.

3) Please identify two students (randomly) who would be willing to be interviewed by telephone sometime in the next year. Share their names, addresses, and telephone numbers with us.

We will be contacting you periodically throughout the year as a reminder!

Ohio Higher Education Partnership Project
Reimbursement Guidelines

We are committed to recognizing the valuable time that parents contribute to this project. In addition, in order to demonstrate the success of this project, we would like to know what parents did as part of the plan they developed with their faculty partners. So we have tried to design some guidelines that can help us keep track of both!

1. Parents will be reimbursed at a rate of $20.00 per hour, up to a maximum of $1100.00 per semester (55 hours).

2. Reimbursement forms can be submitted either at the end of each month or at the end of the semester.

3. When you are recording "hours of time," please bill us in hour or half-hour increments (e.g., .5, 1, 1.5, 3.0, etc.). Each distinct "activity" (e.g., meeting with faculty to provide input on program development) should be reported separately. Please fold in travel and/or planning time into each "activity." (SEE SAMPLE FORM!)

4. Each presentation/lecture can include up to one hour of planning time. (Under "Comments," please let us know how much time planning and how much time presenting.)

5. The "Comments" section can be used to help us understand what you did: for example, what course you were developing a syllabus for, with whom you met, what was the topic of your presentation, how much was planning/presentation/travel time.

6. Please have your faculty partner initial the form before you send it to us. This step is not to have the faculty "double-check" your hours, but rather to give them some clear information on how much time you are contributing to the success of your plan. As we think about a long-term strategy for supporting parents, we all need to have a better understanding of what those time commitments are.

7. Once we have received the form (if you can, make yourself a copy before you send it to us – perhaps the faculty have access to a copy machine?), your check should arrive in 3-4 weeks.

8. Because you are part of the "pilot" phase of this project, please be patient with us! Changes, clarifications, and refinements will probably occur as we try and figure this process out together.

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Ohio Higher Education Partnership Project
Parent Reimbursement

DATE	ACTIVITY (Please check ONE)		COMMENTS	# HOURS
8/25/98	☐Student selection ☒Course/syllabus development ☐Presentation ☐Developing activities ☐Being part of a practicum	☐Program/curricula review ☐Assignment ☐Co-instruction ☐Program evaluation ☐ Other (please comment!)	Met with Marilyn to plan syllabus for Collaboration Course (.5 Travel)	2.5
9/10/98	☐Student selection ☐Course/syllabus development ☐Presentation ☐Developing activities ☐Being part of a practicum	☐Program/curricula review ☐Assignment ☒Co-instruction ☐Program evaluation ☐ Other (please comment	Presented slideshow/ family-centered philosophy to Collaboration Course (.5 Travel)	3.5
9/24/98	☐Student selection ☐Course/syllabus development ☐Presentation ☐Developing activities ☐Being part of a practicum	☐Program/curricula review ☐Assignment ☒Co-instruction ☐Program evaluation ☐ Other (please comment	Listening styles/ Communication for Collaboration Course (.5Travel / .5 Planning)	4.0
10/13/98	☐Student selection ☐Course/syllabus development ☒Presentation ☐Developing activities ☐Being part of a practicum	☐Program/curricula review ☐Assignment ☐Co-instruction ☐Program evaluation ☐ Other (please comment	Presented slide show to Curriculum Course - N. Barbour (.5Travel 1.0 Planning)	2.5
10/21/98	☐Student selection ☐Course/syllabus development ☐Presentation ☐Developing activities ☐Being part of a practicum	☐Program/curricula review ☐Assignment ☒Co-instruction ☐Program evaluation ☐ Other (please comment	Graded family interviews for Collaboration Course	2.0
11/2/98	☐Student selection ☐Course/syllabus development ☐Presentation ☒Developing activities ☐Being part of a practicum	☐Program/curricula review ☐Assignment ☐Co-instruction ☐Program evaluation ☐ Other (please comment	Met with Nancy B. to help develop activity on confidentiality for curriculum course (.5Travel)	1.5
11/12/98	☐Student selection ☐Course/syllabus development ☐Presentation ☐Developing activities ☐Being part of a practicum	☐Program/curricula review ☐Assignment ☒Co-instruction ☐Program evaluation ☐ Other (please comment	Session on IEPs for Collaboration Course (.5Travel + .5 Planning)	3.5
	☐Student selection ☐Course/syllabus development ☐Presentation ☐Developing activities ☐Being part of a practicum	☐Program/curricula review ☐Assignment ☐Co-instruction ☐Program evaluation ☐ Other (please comment		
	☐Student selection ☐Course/syllabus development ☐Presentation ☐Developing activities ☐Being part of a practicum	☐Program/curricula review ☐Assignment ☐Co-instruction ☐Program evaluation ☐ Other (please comment		

Signature: _____ Date: _____

Social Security #: _____ Faculty Signature: _____

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CO-INSTRUCTION: A CASE STUDY

AMY WHITEHEAD
CO-INSTRUCTOR
PARENT FACILITATOR,
EARLY INTERVENTION PROGRAM
WAISMAN CENTER

JOANNE CURRY SONTAG
CO-INSTRUCTOR
ASSISTANT PROFESSOR,
DEPARTMENT OF REHABILITATION
PSYCHOLOGY AND SPECIAL EDUCATION

University of Wisconsin-Madison

A project cooperatively supported by:

The Department of Rehabilitation Psychology and Special Education, and the Wisconsin Personnel Development Project, funded by the Department of Health and Social Services, Birth-to-Three Program, and the Wisconsin Council on Developmental Disabilities.

INTRODUCTION

Part H, the Infant and Toddler Program, of the Individuals with Disabilities Education Act (IDEA), introduces a significant paradigm shift in the provision of services for children with special needs and their families. The concept of family-centered care is the philosophical basis of the paradigm shift. In family-centered care the role of the family is acknowledged as that of decision-maker in determining what services their child and family need and receive. The formal recognition of family members as early intervention team members and the implications for increased interdisciplinary training are having a major impact upon the training of all early intervention personnel.

Part H expands each state's comprehensive plan for personnel development to provide preservice and inservice training to professionals in the theory and practice of family centered care. In keeping with the spirit of Part H, parents of children with special needs are increasingly recognized for their expertise and are often an integral component of interdisciplinary personnel training teams. In Wisconsin, for example, inservice opportunities consistently include both parents and professionals as trainers across the state.

In preservice training, however, there have not been consistent strategies for including parents as instructors within academic training departments. While parents have been invited to speak to classes on a "guest speaker" basis or asked to support a student for the home visit requirements, parents have not formally been involved in preservice training. One reason for this is that inservice training models have typically provided more flexibility in hiring parents across the state as consultants or program staff.

In an effort to develop a model for full parent participation in preservice training, the Wisconsin Council on Developmental Disabilities funded a pilot project. The project supported a parent as a co-instructor for the University of Wisconsin-Madison, Department of Rehabilitation Psychology and Special Education preservice course, *Working with Families with Children with Disabilities*. This course was chosen because its content directly addresses parent-professional partnerships, challenging issues for families, and the family perspective on children's special needs.

The purpose of the project was to explore, study, and pilot a model of co-instruction involving a professor and a parent of a child with a disability. Specifically, the project set out to: (a) formally involve a parent in the design and development of course objectives and syllabus; (b) formally integrate the parent perspective into course content through continuous parent input and experience-sharing; (c) model parent-professional collaboration as an example of partnership and interdisciplinary teaming; (d) visibly acknowledge the expertise of parents by designating "instructor" status and responsibilities; (e) weave the principles of family-centered care throughout the curriculum; and (f) make recommendations to those interested in replicating the model, highlighting the lessons learned, the challenges and major issues.

This report is intended for parents and professionals who are interested in personnel development and especially for those who are interested in piloting their own co-instruction course. This

report will provide the specifics of the course, including: (a) descriptions of the course and class composition; (b) the actual syllabus, activities and evaluation tools; (c) the mutual benefits of co-instruction to the parent, professor and students; and (d) recommendations to those interested in replicating the model.

We hope this report is helpful for those wishing to try a similar teaching partnership.

COURSE DESCRIPTION

This course focused on families, their children with disabilities, providers and methods for developing effective partnerships. The course met weekly during the Fall 1992 semester for 2.5 hours. As seen in the syllabus (p. 4), students were grouped into interdisciplinary teams. Within their teams, they participated in small group, in-class activities, as well as a semester-long resource directory project.

The text, *Families, Professionals and Exceptionality: A Special Partnership,* Turnbull & Turnbull (1990), and the course were value-based. As such, it required the student to appreciate and respect family diversity and choice. The course was based on six values (outlined in the text) related to family partnerships that assisted in guiding the student in their professional practice:

1. Positive Contributions: The parent and provider enter into a partnership whereby each has something positive to contribute. For example, the provider may have expertise on motor development and approaches to therapy. The parent may have expertise on their child's eating and swallowing habits. The knowledge of each partner is a positive contribution to the partnership.

2. Positive Expectations: When entering into a parent-provider partnership, everyone benefits if positive expectations are maintained. For example, both the parent and provider need to be aware of their past experiences and how those experiences influence their assumptions about new people and situations.

3. Choices: One of the basic tenets of family-centered care is that families need options. For example, a meeting time should be a choice for families and not a piece of information they are handed.

4. Relationships: The parent-provider relationship can grow into an effective partnership when nurtured with communication, team-building and problem solving skills. For example, relationships tend to turn into partnerships when information is shared openly and with mutual respect.

5. Full Citizenship: Each person born into this country has the right to be a full member of a family, and a full citizen of a community, state and country. Thus, children with disabilities should be entitled to the same rights as every other American

citizen (e.g., inclusive childcare).

6. Inherent Strengths: Families and providers have inherent strengths which must be recognized and utilized. For example, a parent may have the desire to understand fully what his/her child's diagnosis entails. The provider's strength may be to provide that family with the information that will further their understanding.

CLASS COMPOSITION

The course is offered once each fall semester through the Department of Rehabilitation Psychology and Special Education. The course is required for undergraduate and graduate students seeking teacher certification in special education. It is also taken by students from related disciplines majoring in such fields as social work, occupational therapy and speech pathology. Many students from the special education department are student teaching at the same time they enrolled in this course. Course enrollment for the Fall 1992 semester was 60 students.

The syllabus on the following pages gives an overview of the course.

Course Syllabus

DEPARTMENT OF REHABILITATION PSYCHOLOGY AND SPECIAL EDUCATION
UNIVERSITY OF WISCONSIN-MADISON

WORKING WITH FAMILIES OF CHILDREN WITH DISABILITIES
194-650
Fall 1992
Tuesdays, 5:30—8:00 (Room 1221, Humanities Building)

Co-Instructors:	Joanne C. O'Connell*		Amy Whitehead
	University Club Annex, Room 308		University Club Annex, Room 428
	432 N. Murray Street		432 N. Murray St.
	263-5751		263-5764
Office Hours:	Wednesday	3:30—5:00	Tuesday 3:00—5:00
	Thursday	3:00—5:00	

Required Text: Turnbull, A.P. & Turnbull, H.R. (1990). *Families, professionals, and exceptionality: A special partnership. (2nd Edition).* Columbus, OH: Merrill Publishing Co.

Required Material: Pacer Center, Inc. (1989). *Let's Prevent Abuse.* Minneapolis, MN: Author.

The above 2 items are available at the University Bookstore

Required Packet of Readings: Available at Kinkos, 620 University Avenue, Madison, under Instructors' Name and Course Number.

Course Description:
This course concerns families, their children with disabilities, professionals, and ways they develop partnerships by working together more effectively . The text and the course are value-based. As such, it will require the student to appreciate and respect family diversity and choice in education. The course is based on six values related to family partnerships that will assist in guiding the student in their professional practice: *positive contributions, great expectations, choices, relationships, full citizenship, inherent strengths.*

* *Currently, Joanne Curry Sontag*

Course Objectives:

This course has five major objectives that will impact students at the following levels of learning: awareness, knowledge, attitude, and skills.

1. *Parent/professional partnerships:* Students will learn about family-centered services, which promote partnerships that respect family diversity, family choices and decision-making, and collaboration between parents and professionals that supports families in building on existing knowledge and skills, enhancing their confidence, preparing them for the future, and living a normalized lifestyle.

2. *Interpersonal interactions:* Students will learn the importance of and how to use effective communications with family members and other professionals.

3. *Interagency collaboration:* Students will learn about the system of services for families and children with disabilities, effective strategies for participating in the team process, and facilitating family access to community services.

4. *The Law:* Students will learn about the Individuals with Disabilities Education Act (IDEA) that requires family involvement in the educational process.

5. *Theoretical/philosophical Foundations:* Students will learn the foundations of family systems theory and its application to special education, health, and social services.

Course Structure/Approach:

The course will consist of lecture, sharing personal experiences, and class participation. The lecture component will incorporate audiovisual materials and guest speakers. Class participation will consist of the use of case study materials, role play and small group discussion.

Class participation: Small group activities will be used to facilitate skill development in the area of collaboration and teaming. Attendance will be required at all class sessions. You will be expected to prepare for in-class participation by out-of-class reading, etc. Points will be deducted for missed classes. Points will be awarded based upon a Peer Team Review Scale, which will be completed twice during the semester by your team members. See Attachment A for the form that will be used. If the first evaluation indicates that you are participating minimally in your small group discussions, you will receive feedback from the instructors.

Class Projects: Each small group must cooperate to compile a Resource Directory. See Attachment B for a description of this project. Group members will be responsible for making individual assignments related to completing the project. All members of a group will receive the same number of points for the group product.

If any student has special learning needs that the instructors should be aware of, please arrange to meet with one of them within the first 2 weeks of class.

Course Outline

Date	Topic	Assignment
Sept. 8	Introduction and Overview Values Clarification	Self-Assessment
Sept. 15 & 22	Family-Centered Communications	Chapter 6 & 7 "People First" Reading Hanson, Lynch & Wayman
Sept. 29	Teaming & Collaboration Intro to Resource Directories Course Evaluation	Chapter 12 (pp. 353-358) Briggs (1988) (Teaming) Heighway & Kidd-Webster (1988)
Oct. 6	Theoretical Framework for Working with Families; Family Characteristics & Interactions	Chapter 2 & 3
Oct. 13	Ordinary Families: Special Children	Chapter 4 & 5
Oct. 20	An Evening with Parents **Mid-Term Exam Due**	
Oct. 27	It's the Law! IDEA	Chapter 8; Parent Rights brochure Osborne (1992) ADA Fact Sheet
Nov. 3	IDEA: Referral & Evaluation Learning about Parents' Dreams	Chapter 9 Fulghum (1986)
Nov. 10	IDEA: Developing IEP/IFSPs Resource Directory Small Groups	Chapter 10 Hehir (1992)
Nov. 17	Resolving Conflict	Chapter 11; Bolton (1979) Siders & Walker (1992)
Nov. 24	Exchanging Information	Chapter 12 Mount, Beeman & Ducharme (1988) Building Circles
Dec. 1	Coping & Stress **Resource Directories Due**	Chapter 13
Dec. 8	Catch-up	
Dec. 15	Professional Ethics	Chapter 14; News Articles
Dec. 22	**Final Due**	

The Mutual Benefits of Co-Instruction

From the Parent Perspective...

THE FOLLOWING OBSERVATIONS ARE FROM AMY WHITEHEAD, WHO CO-INSTRUCTED THE FAMILIES COURSE IN THE FALL OF 1992.

As the parent of a child with a disability, to have the opportunity to co-instruct a university course with a professor was a privilege. I appreciate funding from the Council on Developmental Disabilities and the professor's invitation to share in an innovative partnership.

In the co-instruction project, the professor and I had parallel roles. We both shared equally in the development of the curriculum, class lectures and facilitation, grading and individual student contact. As a team, I brought the practical expertise of a parent of a child with special needs, and the professor brought the research and training expertise of special education.

I experienced many benefits from co-instructing the Families course. These included the opportunity to: directly influence students to think positively about families; model parent-professional collaboration not just to the students, but to other parents and professionals; offer a parent's perspective instantly and continuously as the class proceeded; contribute to Wisconsin's progress in preservice personnel development within special education; and to expand my knowledge base through class preparation of new topics.

Co-instruction also involves several challenges. As a parent and a visitor to the Department, I did not have a formal position so my experiences and perceptions were those of a guest. Challenges included the effort to have all aspects of the teaching shared as equally as possible (e.g., teaching half the class each week, grading half the exam questions, responding to half of the students' questions) and to have the students perceive us as equals. In some of our post-course dialogues, the professor and I have discussed other ways to fully share the course while de-emphasizing the "equal" aspect.

The classes flowed smoothly and the dual parent-professional perspective enriched the class. For example, when we were discussing Part B of IDEA, the professor was far more knowledgeable than I about the written law. Although, I have a detailed understanding of how the law is implemented day-to-day for my child. I was able to offer examples from my own practical experience based on our family's seven years of involvement with specialized instruction in the public schools. This combined perspective made the class dynamic, interactive, and allowed for the students to see the strengths of both the parent and professional. Likewise, it was useful to be able to ask one another periodically to reflect on a certain issue "from the professional's experience," or "from the parent's experience."

The professor and I decided it would be important for me as a parent to share a certain number of personal experiences and also be responsible for half of the course content. We had a lot of material to share with the students, and there was not always enough time for everything. If I had a certain amount of content which I needed to cover, I had to gauge how many personal experiences I would have time to share. In addition, I wanted to emphasize throughout the class

that all parents are individual, and my experiences and interpretations of those experiences are unique. My child, for example, has a physical disability, which leads me into a set of experiences which are probably quite different from those experienced by a parent with a child with an emotional or cognitive disability. I felt that I should balance my experiences with those of other parents to assist the students in gaining a broad view of families. Fortunately, we were able to invite several parents with diverse experiences to speak to the class throughout the semester.

Together, the professor and I made a commitment to provide ourselves with many opportunities for contact. To start, we went to Vermont together for a week-long faculty institute on Family-Centered Care through the University of Vermont and Parent-to-Parent of Vermont. This beginning allowed us to spend time getting to know each other, sharing information and learning together. When we returned to Wisconsin, we were able to build on the partnership which we had established in Vermont.

The professor and I were extremely fortunate to be working on the same campus. Even though we were not in the same building, we were only a couple of miles apart and were able to meet regularly and share materials without difficulty. One of the important parts of our collaboration was that we not only took time to discuss the content and process of the course, but we also took time to reflect on co-instruction itself. We discussed the idea and brainstormed about other approaches we would try if we could get funding to do the co-instruction project for several years. We recognized that there are many approaches to co-instruction, and we were trying it one way.

This experience has been invaluable to me, and has broadened my understanding of parent-professional collaboration. We planned the course together, carried it out and evaluated the content and process. We learned together. I encourage anyone interested in trying co-instruction to give it a try. I hope our experiences will assist others as they explore co-instruction.

From the Professor's Perspective...

THE FOLLOWING OBSERVATIONS ARE FROM JOANNE CURRY SONTAG, WHO CO-INSTRUCTED THE FAMILIES COURSE IN THE FALL OF 1992.

The co-instruction experience was one of the most exciting opportunities I have encountered in my professional career. Because I value the role of family members as decision-makers in the process related to providing educational, health, and social services to their child and family, this project created a challenge for me to do a "paradigm shift" at the preservice, teacher training level. I had to consider how to enhance the training experience for undergraduate students with the contributions of a co-instructor, a parent of a child with special needs.

Those of you who are reading this manual and are University professors know that the University system does not always support innovative, creative changes in the way business is

conducted. It is a challenge to identify the financial support for such a project. We are grateful to the Council on Developmental Disabilities for providing us with this opportunity. We sincerely desire that a permanent mechanism could be identified for faculty throughout Wisconsin that would allow the continuation of this type of partnership.

The status of a parent as co-instructor on a University campus remains a challenging concern. In a system like the University of Wisconsin-Madison, departments are reluctant to provide "professorial" status to individuals who do not have a terminal degree in the content area within which they will teach. Indeed, University policies can exist that create a barrier to this type of partnership. It is questionable whether a full partnership can be attained when there is this significant status barrier. Training decisions are made by voting members of an academic department, the tenured and tenure-track professors. Community members can serve in an advisory capacity, but the current structure does not facilitate their decision-making authority.

Because we were very interested and excited to try the co-instructor relationship, we did not battle the issue of rank and status in an interest to "just do it." The external funding allowed the Waisman Center to support some of the co-instructor's time to participate in on-campus instruction. It did not require University departmental approval, since I remained the "instructor of record." However, as we seek strategies for continuing this relationship, the issue of "status" may need to be addressed. It will require different solutions on different campuses. Full partnership, however, may mean full recognition by the institution of the teaching contribution of parents if it is to be successful. While that issue is worked out, however, I would encourage training programs to explore co-instruction models in whatever way possible. Faculty engaged in this model may need to identify other rewards and recognition for parents who provide valuable instruction and assume major responsibilities at the preservice level.

There is, however, a paradox to the issue of the status of parents in University teacher-training programs. While full status as members of the training team may be important for true partnerships, it may cause students (undergraduates, at least) to view the parent in the more traditional role of "evaluator" and authority figure, interfering with the parent's ability to develop a relationship resulting in a discussion of shared experiences. Since we have only offered this course once using this model, I am not sure that this is a problem. I mention it as something to consider when identifying the role of the parent in this course. Although you may make efforts to encourage students to be open and honest about their feelings, many students are driven by the competitive job market they face and may have grades as a *Number One* concern. Some students, then, may be reluctant to openly share their feelings about families, and hesitate to engage at a more intimate level with the parent-instructor. The particular class we co-instructed was also a very large one, 60 students, hindering our ability for more intimate interactions and discussions. Although the co-instructor had office hours set up for students to come in and talk, very few chose to use the time to discuss family-related issues. Of course, most students in a variety of classes with their full-time schedules do not take advantage of instructor office hours. We would like to pursue strategies for arranging for the students to meet with the parent in individual sessions for a more personalized discussion of the issues from the student perspective.

Co-instruction requires additional time commitments. The co-instructor and I jointly attended a week-long training seminar at the University of Vermont for the purpose of learning how to

incorporate parents as instructors in preservice training programs. We spent a great deal of time in the summer preceding the course discussing and agreeing upon the course objectives and content. During the semester, we tried to meet once a week (sometimes by phone) to review next week's class. We shared class preparation and the grading of examinations, so that was beneficial in terms of sharing the workload. The co-instructor's connections within the community also facilitated the identification of parents who were invited to speak to the class.

The co-instructor relationship also challenges one's ability to communicate openly and honestly. There must be a willingness to develop an interdependence and trust of the other's ability to be an effective trainer. Faculty members have a high degree of autonomy in the University system, and some of this must be relinquished if the co-instructor relationship is to be successful. Which is true for any team-taught course. As with the development of any successful relationship that is going to be harmonious, "give and take" is required. The co-instructor and I tried to address the challenges to co-instruction during our planning sessions. I feel that in the classes we were extremely harmonious and supportive of each other, modeling a successful parent-professional partnership.

Evaluation: The benefit to the students

A total of four student evaluations were administered throughout the course of the semester, at 4, 8, and 14-weeks (students received two evaluations at the 14-week period).

The purpose of the evaluations was two-fold: to gauge the effectiveness of the co-instruction and to evaluate the actual course. The first evaluation, for example, revealed that the students wanted a larger classroom, a more structured break time and continuation of the small group/lecture format. Based on this evaluation, we were able to move to a larger classroom, formalize the break time and continue with the existing class format. The second evaluation gave positive feedback indicating that the students were satisfied with the class format, content and style. The third evaluation focused on the effectiveness of the co-instruction. The fourth was for a standardized evaluation for the Department of Rehabilitation Psychology and Special Education. The attached evaluations delineate the specific questions asked (see SAMPLE COURSE EVALUATION FORMS in Appendix D).

In addition to evaluations, a self-assessment was administered on the first and last night of class to determine the degree of change in the students. The self-assessment consisted of 48 statements on working with families with children with special needs. Students were asked to rate their own knowledge, skill and attitude on a scale of 1 to 4, as well as their priority for learning the skill or gaining knowledge for each statement (see SELF-ASSESSMENT in Appendix C). As illustrated by the data, students gained significantly from the co-instructed course.

Through evaluations, we learned that the majority of the students think their attitudes and beliefs about the role of family members changed during the course of the semester as a direct result of the co-instruction model. One student wrote, " I believe that different points of view are important. Also, the parent of a child with a disability gave me more insight into how a parent would react, respond, feel, etc." Another student commented that her attitudes and beliefs were

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changed "because we got the perspective from a professional and a parent." The majority of the students were extremely positive in indicating that their understanding of families was enhanced by having an instructor who is the parent of a child with a disability.

Throughout the course of the semester, we had a total of 10 parents of children with disabilities speak with the students about their experiences. Following the guest speakers' visit to class, a Family Member Evaluation was given to each family guest speaker. The Family Member Evaluation was used to gauge the effectiveness of the activity from the parent perspective. Parents overwhelmingly responded positively to their experiences with the students, and reported that they feel it is a valuable way to influence future personnel.

Recommendations to Potential Instructors Replicating Model

1. From the beginning, plan out what role each person will fill, including how responsibilities will be divided. Explore when and where "co" means equal. Discuss the sharing of jobs and decision-making.

2. Make an agreement to have open communication; acknowledge that challenges are likely to come up and agree to discuss concerns openly and honestly. Discuss how to deal with miscommunications between the instructors from the student perspective.

3. Recognize that co-instruction is new; it is a model and the first time around there may be rough spots. Recognize that priorities change over time and each instructor has additional responsibilities outside of the course.

4. Use student evaluations mid-semester to ensure that the class is being received positively. Be willing to make changes midstream in response to student comments.

5. Utilize personal strengths; assign lecture responsibility based upon the content areas each feels most comfortable with.

6. Model conflict resolution; if a parent-professional conflict arises, attempt to use it as a teaching example for the students.

7. Arrange for individual students, or small groups of students, to meet with the parent instructor to discuss professional issues they are dealing with in their current experiences, to seek input from the parent instructor to get a family's perspective.

8. Continue to invite additional parents to the class as guest speakers, to offer the students a variety of parent perspectives.

9. Realize that co-instruction may not save time.

10. Continue to explore various approaches to co-instruction. For teams participating in co-instruction over time, shift strategies and evaluate outcomes. Share these outcomes with others interested in co-instruction.

How to Organize a Presentation:
Guidance for Families Involved in In-Service and Pre-Service Personnel Preparation**

1) DETERMINE REQUEST:

- Will you be presenting alone or with a partner?
- How much time is available?
- How many participants?
- What are their needs for information?
- How experienced are participants?
- Who requested the information? (Is the need for information unanimous, or do some people feel they "already know/do this?")
- Is there a common philosophy among participants?
- Is this a one-time-only opportunity to meet? (Depending on their needs; it might be helpful to schedule a follow-up 4-6 weeks after the initial session to problem-solve and discuss issues after they have had a chance to "try out information/philosophy.")
- Discuss stipend and travel expenses.
- Send written confirmation of your understanding of the request, time, place, date, etc.

2) PREPARE THE PRESENTATION:

- Review all the training materials available to you.
- If presentation is "solo," select appropriate materials based on the request.
- If you are presenting with a training partner, allow time to discuss/select materials and roles for a collaborative presentation.
- Be sure you will have access to equipment (e.g., VCR, slide projector, etc.) if you will be using them.
- Prepare handouts, overheads, agenda for the day. (Try to add humor using overheads, etc.)
- Practice exercises that are not familiar to you. Imagine what questions may arise. Think about how you would respond to questions.

3) THE DAY BEFORE THE PRESENTATION:

- Review your materials.
- Be sure you have everything you will need: name-tags, markers, masking tape, flip charts.
- Call for directions if you are unfamiliar with the area.
- Get a phone number where you can call the next day for help if you get lost.

- Consider bringing along a picture of your child of family.

4) THE DAY OF THE PRESENTATION:

- Allow plenty of time for travel.
- Be friendly.
- Help people feel relaxed.
- Make an effort to learn and remember people's names. Refer to participants by name (if possible) when they ask questions.
- Use your sense of humor.
- Remain non-judgmental.
- Involve the audience. When questions are raised turn them over to the entire group before answering yourself.
- HAVE FUN.

**Prepared by Nancy Abernathy/Nancy DiVenere, Parent to Parent of Vermont, 1992.

The 'Never-Evers' of Workshop Facilitation

Twenty guidelines are offered to help your next workshop succeed

By
Peggy A. Sharp

Much has been written about planning effective workshops and staff development sessions. Many of these articles provide specific steps that a facilitator can follow to increase the effectiveness of the session. These articles have generally suggested "what works" in workshops.

Experience and research also indicate certain things that a facilitator should never do during a workshop. I have gleaned these 'never-evers' from observing other presenters, conducting my own workshops, consulting with experts, and reading the literature. As a thoughtful reminder, place this list of 'never-evers' near your other workshop materials.

1. ***Never ever forget that individuals at the workshop are unique, with needs, interests, and experiences particular to them.*** Adults have a strong sense of self and bring all life experiences, both past and present, personal and professional, to bear on new learning (Brookfield, 1986). Past experiences are the foundation for current learning; present experiences often provide impetus. Remember that each adult in the session has a different reason for attending and will be pleased and inspired by and learn from different activities and workshop experiences (Merriam, 1989). Various instructional strategies such as small group discussions, lectures, simulations, reading, writing, and the use of media are techniques which can be used to accommodate various learning styles. Provide for these individual differences as you plan the workshop and facilitate its activities.
2. ***Never ever require individuals to participate in an activity.*** Many participants are eager to share and try out new ideas with colleagues in a workshop. Some, however, are uncomfortable and feel foolish. Participants are unique individuals deserving of respect from the facilitator and from others in the workshop. (Brookfield, 1986). Individual differences among learners should be accommodated through a variety of strategies and opportunities during the workshop. When suggesting activities, make it clear that participation is optional; those who prefer to watch will learn from the activity in their own way.

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3. ***Never ever talk to participants as if they are children.*** Adults are not second graders and should not be treated as such. It is important that specific adult-oriented presentation, communication, and facilitation skills be incorporated into the workshop and that consideration be given to the particular needs of participants (Seaman & Fellenz, 1989). While it is likely that some of the information shared with a group of teachers is directly related to their work with students, remember that participants in a workshop are adults and are worthy of the respect normally afforded adults.
4. ***Never ever ridicule participants or their experiences.*** Each participant is unique with various life experiences—past and present, personal and professional (Brookfield, 1986). Acknowledge the expertise and experience of the participants. It is inappropriate to put people in the position of feeling uncomfortable about what they do not know or something they have done.
5. ***Never ever neglect the participants' personal needs.*** Participants have basic physical needs that need to be met if learning is to occur (Knowles, 1980). Be sure to give the participants ample breaks and make it clear that you understand they may need to get up at times other than the break. Likewise, provide appropriate refreshments for breaks and tables and chairs appropriately sized for adults.
6. ***Never ever say that you are going to rush through and compress material in order to complete what is usually a longer workshop in a shorter length of time.*** Participants want to know that the workshop you are facilitating is appropriate for them. Rather than feeling rushed through the presentation, develop a plan for the specific workshop you are facilitating. Workshops need to be planned to meet the needs of the learners in that particular setting (Brookfield, 1986). Participants should not be told that they're getting a shorter version of a longer workshop. Even if it is a shorter version of a longer presentation, be certain to cut it thoughtfully so that the workshop stands on its own.
7. ***Never ever say that you would be able to do something else if you had more time in the workshop.*** Again, participants deserve to attend a session that was developed just for them (Brookfield, 1986). Give the participants all you can in the time provided without referring to what they are missing.
8. ***Never ever say that you would have brought more materials if it had been possible.*** Participants need to know that you are ready for them and that they are getting all that they deserve. They are not interested in listening to your excuses as to why the materials were too heavy, took up too much space, or that you lacked time to produce the materials. If you neglected to bring some materials, the participants will generally only know if you tell them.

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9. *Never ever tell participants what you've forgotten.* Participants have no idea what you intended to bring or intended to say, so they will have no idea what you've forgotten. Appearing disorganized is a sure reason for participants to think there is something wrong with the workshop (Pike, 1989). If they know you have mistakenly left something behind, they may feel cheated.
10. *Never ever give excuses.* Participants do not like to know what could be better; they want to know that the best is today. Remember that people do not want to spend their time at something that is not the best it can be. Even if the facilitator knows it could be better, the participants do not need to hear that particular insight. However, if you have made a mistake and it is a mistake that is obvious to everyone, do not hesitate admitting that fact (Pike, 1989).
11. *Never ever read from a lengthy prepared text.* Reading excerpts from a paper or book is appropriate, but never read an extended paper or lengthy selection from a book. The audience is important, and reading from a paper can give the impression that the participants are irrelevant (Brookfield, 1990). If is it important that the participants have the information verbatim, then provide a copy.
12. *Never ever share illegible handouts.* If the workshop materials have been printed, be sure that they are worth the time and expense of printing. High quality originals should be used as the photocopy masters. Avoid using second generation photocopies as the originals for workshop materials since the print quality will be diminished. As adults age, it becomes more difficult for them to read small print, so it is especially important to have clear copies with adequately sized print (Bee, 1987).
13. *Never ever share a disorganized "mishmash" for a handout.* Participants will want to leave with materials that reflect the content of the workshop. Be sure each handout includes the title of the workshop and is carefully organized to reflect the content of the session. Page numbers are essential to help people locate information during the workshop and after they leave the session. Graphics and the effective use of white or open space will enhance the appearance of materials. Always give a name and address for a contact person for follow-up information after the workshop is completed.
14. *Never ever give participants something to read and then read it with them.* Most participants are perfectly capable of reading on their own and would prefer that the workshop include information and activities that supplement what they can read independently. Do not waste valuable workshop time reading material they can read themselves. It is important to remember that adults are active participants in their

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learning process and can take responsibility for their own learning (Brookfield, 1986).

15. ***Never ever share overhead transparencies that participants can't see or read.*** If the people in the back row cannot see the words on the overhead transparency, they are too small or too low. If you cannot read the original for the transparency from eight feet away, then the words are too small for an overhead transparency. The general rule is that letters on a transparency need to be a minimum height of one-quarter of an inch. Transparencies produced from laser printers can include bold typestyles in sizes larger than those generated by a typewriter. Use the top third of the transparency for the most significant information and limit your transparencies to a single idea. The appropriate use of colors and symbols can enhance your transparencies (Satterthwaite, 1990). Ask someone in the back of the room to signal you if there is a transparency that is not plainly visible so that you can make appropriate adjustments.
16. ***Never ever share with participants a workshop schedule that is impossible to follow.*** It is a good idea to share with participants the general structure of the day. However, if you identify specific time for particular activities, you need to be prepared to follow that schedule exactly. Very precise time schedules can lead to anxiety as participants wonder when the workshop will be back on track. It is usually better to identify broad subject areas and general time frames rather than specific topics for specific time periods. It is important to be organized but at the same time allow yourself some flexibility and opportunity to respond to the needs of the participants and unexpected events of the day.
17. ***Never ever go past the scheduled time.*** Participants want a full workshop, but they have expectations it will end. Going beyond the scheduled time only creates anxiety, and participants will spend much more time worrying about when the facilitator will close than considering what is being shared (Pike, 1989). Be certain to stop at or a few moments before the scheduled ending time even if you are unable to share all you wanted. Those who are truly interested may talk with you privately after the session.
18. ***Never ever forget that you have an audience.*** Workshop facilitation is collaborative in that the facilitator and participants work together during the workshop (Brookfield, 1986). Remember to walk among and talk with the participants. Standing at the front for too long creates an artificial boundary between you and the participants and makes an atmosphere of collegial collaboration difficult to attain.
19. ***Never ever take the workshop so seriously that everyone (including the facilitator) cannot have fun.*** While the content of the workshop is

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important, do not forget to "lighten up" and insert some humor and levity throughout the day (Pike, 1989). Use humor that fits naturally and logically into the workshop to make a point and help everyone feel at ease.

20. ***Never ever plan a workshop without considering this list of never evers.*** An inadvertent misstep related to one of these "never-evers" can make the difference between a quality workshop and one that is never presented again. Use these reminders and suggestions as a guide to help make your next workshop better than ever and one that participants would "never-ever" want to miss.

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Development of a Teacher Education Curriculum: Promoting Family Partnerships for Inclusive Classrooms

Amy Driscoll, Ph.D., Principal Investigator

The goal of this project is to develop and evaluate curriculum designed to promote partnerships in education. Currently, there is little emphasis on family-related content or preparation for working with families in most teacher education or inservice programs. Reform recommendations for the restructuring of schools call for significant changes in school/family relationships.

The need exists for new curriculum to develop beliefs, competence, and confidence in the involvement of families in schools for both the preparation and inservice of teachers and other educational personnel.

The Inclusive Education for Teachers Project (IETP) is a collaborative effort between three academic departments at Portland State University (Curriculum & Instruction; Counselor Education and Special Education; and Educational Policy, Foundations, and Administration). The IETP can serve as a field site for developing and evaluating curriculum designed to promote family-centered approaches and family partnerships in the education of children.

This project consists of two principal phases. Phase one will: (a) assess preservice teachers' beliefs, competence, and confidence with respect to involving families before and after completion of the program; (b) assess experienced teachers' beliefs, competence, and confidence for family involvement; (c) assess family-related content included in teacher education programs in Washington and Oregon; and (d) review relevant literature, curricula, materials, and resources concerning family-centered practice. During phase two, project staff will: (a) develop and implement the Family Partnerships curriculum; (b) assess the impact of the curriculum upon teacher beliefs, competence, and confidence as it regards working with families; (c) revise curriculum to improve its capacity to promote family-centered practice; and (d) disseminate the curriculum to promote family involvement through inservice programs for experienced teachers working in family-inclusive settings.

The first phase of the project was directed to the establishment of a knowledge base for the second phase, that of curriculum development, implementation and evaluation. The objectives of the first phase have been met and the second phase is well under way. The tasks that have been accomplished to date are:

Phase I

Assessment and analysis of preservice teachers' beliefs, competence and confidence for working with families at initiation and at completion of the Inclusive Education for Teachers Program (IETP).

Assessment and analysis of experienced teachers' beliefs, competence, and confidence for working with families.

Assessment and analysis of family-related content currently included in teacher education programs in Oregon and Washington.

Review of literature, curricula, materials, and resources for family- centered approaches to practice.

Phase II

Development of Family Partnerships Curriculum. *The collaborative team effort began with Portland Public Schools and other institutions of higher learning who expressed interest in reviewing the first draft of the curriculum. Budget crises in Portland Public Schools necessitated a modification in the collaborative effort to include review and feedback to curriculum.*

Pilot testing of Family Partnerships curriculum. *The curriculum was piloted Spring 1996 in a three-hour workshop at the Oregon Early Childhood Educational Association (OAEYC) conference in April. Approximately 35 early educators attended the workshop, completed the Family Involvement Survey and critiqued the curriculum.*

Curriculum revisions. *Revisions of the Family Partnerships Curriculum were made based on the feedback from the OAEYC workshop participants. The curriculum and bibliography have been revised and are ready for additional critique and feedback and pilot implementation.*

Project Plans:

Representatives of school districts, families, and communities will review the curriculum and provide critique and feedback for final revision.

Pilot implementation of Family Partnerships curriculum is scheduled for school year 1996-97 utilizing a Graduate Teacher Education Program (GTEP) cohort. Curriculum will be taught during Winter quarter.

Assessment of the effectiveness of the curriculum will be conducted by means of pre and post surveys of IETP cohort. Pre-test is scheduled for September 1996 and post-test will be conducted at the end of the Spring 1997 quarter.

Curriculum will continue to be revised and improved to promote family-centered approaches to practice after analysis of the survey data.

Curriculum will be disseminated for review and critique to inservice programs, university networks, other related university programs, publications, and conference programs.

Back to Cluster Five: Interventions in Professional Education

Exit to Research and Training Center Home Page

Last modified November 23, 1996.

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Ohio Higher Education Partnership Project
Evaluation Plan

In this project, we are looking at twelve questions:

1. How well did we prepare parents and faculty?
2. How many parents participated?
3. What kinds of roles did parents play?
4. What were the perceptions of parents?
5. Which faculty (disciplines, universities) participated?
6. Which faculty used parents in NEW ways?
7. What were the perceptions of faculty?
8. Which students benefited? (number, disciplines, universities)
9. What were the perceptions of students?
10. How useful were the materials and assistance we provided to you?
11. What continue to be the challenges?
12. How do the perceptions of Ohio faculty compare to faculty nationwide?

We know that no one wants too much extra paperwork to complete, so we propose that much of this information will be gathered by telephone interviews and "site visits" with you. Prior to any telephone interviews or site visits, we will contact you with the kinds of questions we will be asking.

In order to help us gather **STUDENT** perceptions, however, we are asking you to help us out in three ways:

1) For a single presentation, please copy the "Student Evaluation Form – Parent Presentation," distribute to the students in the class at the end of the session, and mail to us in one of the envelopes provided.

2) For parent involvement throughout the course (more of a co-instructional model), please copy and distribute the "Student Evaluation Form – Parent Involvement" at the end of the semester, and mail to us in one of the envelopes provided.

3) Please identify two students (randomly) who would be willing to be interviewed by telephone sometime in the next year. Share their names, addresses, and telephone numbers with us.

We will be contacting you periodically throughout the year as a reminder!

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Student Evaluation Form
PARENT PRESENTATION

Date _____ Course _____

Parent _____ Faculty _____

	Strongly Disagree				Strongly Agree
This presentation increased my level of understanding of the topic.	1	2	3	4	5
I had a good understanding of this topic prior to today's presentation.	1	2	3	4	5
The handout(s) and activities helped make the issues clearer.	1	2	3	4	5
I learned some new techniques that I will be able to use.	1	2	3	4	5
Having a parent as the presenter provided a helpful perspective.	1	2	3	4	5
The presentation stimulated a high level of participation by the members of our class.	1	2	3	4	5
The time allotted was sufficient.	1	2	3	4	5
This presentation was an appropriate activity for our class.	1	2	3	4	5
I would recommend parent presentations in other classes.	1	2	3	4	5

What were the two most important things you learned?

Other comments . . .

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THANKS!

Student Evaluation Form

PARENT INVOLVEMENT

Course Title: _____

Parent: _____ Faculty: _____

	Strongly Disagree				Strongly Agree
Having a parent in this course increased my level of understanding of children with special needs & their families.	1	2	3	4	5
I had a good understanding of children with special needs & their families prior to this course.	1	2	3	4	5
The handout(s) and activities used by the parent helped make the issues clearer.	1	2	3	4	5
I learned some new techniques that I will be able to use.	1	2	3	4	5
Having a parent present on an ongoing basis provided a helpful perspective.	1	2	3	4	5
The parent presentations stimulated a high level of participation by the members of our class.	1	2	3	4	5
Having a parent or parents present in this course is a good idea.	1	2	3	4	5
I would recommend parents participate with faculty in other classes.	1	2	3	4	5

What were the two most important ideas you learned from this parent?

Other comments . . .

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THANKS!

Ohio Higher Education Partnership Project
Parent Reimbursement

DATE	ACTIVITY (Please check ONE)		COMMENTS	# HOURS
	❑Student selection ❑Course/syllabus development ❑Presentation ❑Developing activities ❑Being part of a practicum	❑Program/curricula review ❑Assignment ❑Co-instruction ❑Program evaluation ❑ Other (please comment!)		
	❑Student selection ❑Course/syllabus development ❑Presentation ❑Developing activities ❑Being part of a practicum	❑Program/curricula review ❑Assignment ❑Co-instruction ❑Program evaluation ❑ Other (please comment		
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Signature: _____ Date: _____

Social Security #: _____ Faculty Signature: _____

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